DOCUMENT RESUME

ED 118 727 95 CE 005 129

AUTHOR Flynn, Donald J.
TITLE Models for Career Education in Iowa: Administrator Roles in Implementing Career Education Concepts in the School Curriculum.
INSTITUTION Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 75
NOTE 24p.; For related documents, see CE 004 077-085 and CE 005 123-129 and CE 005 130-131

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Administrator Role; Advisory Committees; *Board of Education Role; *Career Education; Coordinators; Models; Principals; *Program Administration; *Superintendent Role

ABSTRACT

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It discusses administrator roles in implementing career education concepts in the school curriculum through a definition of the concept and a model for the different phases of career development. The tasks involved in the administrative roles of the local board of education, superintendent, career education coordinator, building principal, and advisory committee are discussed in terms of their functions in integrating career education into the school curriculum. (Author/EC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118727

SEP 2 6 1975

Models for Career Education in Iowa

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ADMINISTRATOR ROLES IN IMPLEMENTING CAREER EDUCATION CONCEPTS IN THE SCHOOL CURRICULUM

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

W. O. Schuermann

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CE005129-0

Iowa a place to grow

Department of Public Instruction

Models for Career Education in Iowa

ADMINISTRATOR ROLES IN IMPLEMENTING CAREER EDUCATION CONCEPTS IN THE SCHOOL CURRICULUM

CONDUCTED UNDER EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1975

Copyright © State of Iowa, Department of Public Instruction

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

Muriel I. Shepard, President, Allison
T. J. Heronimus, Vice-President, Grundy Center
Robert J. Beecher, Creston
Jolly Ann Davidson, Clarinda
Ronald P. Hallock, West Des Moines
Virginia Harper, Fort Madison
Robert G. Koons, Clinton
Georgia A. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Robert D. Benton, State Superintendent and Executive Officer of the State Board of Public Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Area Schools and Career Education Branch

Wm. M. Baley, Associate Superintendent
W. O. Schuermann, Director, Career Education Division
James D. Athen, Assistant Director, Career Education Division

PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff, under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek, and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A number of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

PROJECT STAFF

Dr. Alan A. Kahler	Project Director
Dr. Donald J. Flynn	Associate Director
Mr. Clair E. Brooks	Coordinator
Mr. Bruce E. Hopkins	Coordinator
Carroll Community Schools	Model School
Clarke Community Schools	Model School
Davenport Community Schools	Model School
Humboldt Community Schools	Model School
Marshalltown Community Schools	Model School
Sheldon Community Schools	Model School
Shenandoah Community Schools	Model School
South Winneshiek Community Schools	Model School
Springville Community Schools	Model School

CONSULTANTS ON CURRICULUM

Dr. John Connolly	Research for Better Schools Philadelphia, Pennsylvania
Dr. Donald Critchlow	Texas A and I University Loredo, Texas
Dr. Eleanore Kohlmann	Iowa State University Ames, Iowa
Dr. Lou McQuire	Research for Better Schools Philadelphia, Pennsylvania
Dr. Jerome Moss, Jr.	University of Minnesota Minneapolis, Minnesota
Mrs. Nancy Pinson	State Department of Public Instruction Baltimore, Maryland
Dr. Ralph Tyler	Science Research Associates Chicago, Illinois

CONSULTANTS ON PHILOSOPHY

Dr. Theodore Brameld	Lehman College New York City, New York
Professor C.E. Bundy	Professor Emeritus Iowa State University Ames, Iowa
Dr. Van Cleve Morris	University of Illinois Chicago, Illinois
Dr. William Stanley	Professor Emeritus University of Illinois Champaign, Illinois
Dr. George Kizer	Iowa State University Ames, Iowa

ADVISORY COMMITTEE

Mr. Clarence E. Bundy	Agricultural Education
Mr. Robert Ford	Elementary/Secondary Career Ed.
Dr. Charles Gilbert	Elementary Education
Mrs. Phyllis Jagiello	Teacher - Social Studies
Mr. Ronald Jarchow	Area Schools
Dr. Eleanore Kohlmann	Home Economics
Mr. Donald Murphy	Teacher - Science
Dr. Anton J. Netusil	Statistics
Dr. Dominick Pellegreno	Guidance
Mr. Dale Peterson	Health Education
Dr. David Pierce	Area Schools
Dr. Ed Weber	Business Education
Dr. William Wolansky	Industrial Education
Mr. Gerald Peterson	Superintendent
Mr. Ronald Meals	Principal

CONSULTANTS IN TEACHER EDUCATION

Dr. Harold Crawford	Agricultural Education
Dr. Eleanore Kohlmann	Home Economics
Mr. Alvie Sarchett	Trade and Industrial
Dr. Ed Weber	Business and Distributive
Mrs. Milferd Rosendahl	Health
Dr. Jess Beard and Dr. Elaine Merkley	Elementary
Dr. Anton Netusil	Statistics
Dr. Dominick Pellegreno	Guidance
Dr. Roger W. Coulson	Child Development

CONSULTANTS FROM DEPARTMENT OF PUBLIC INSTRUCTION

Mr. Emeron Dettmann	Agricultural Education
Miss Gladys Grabe	Home Economics
Mr. Victor Lundy	Trade and Industrial
Mr. Vern Fennell	Office Occupations
Mrs. Edith Munro	Elementary
Mr. Ed Ranney	Guidance
Mrs. Milferd Rosendahl	Health
Mrs. Jayne Sullivan	Distributive
Mr. A. John Martin	Curriculum
Mr. James Wolter	Career Awareness and Exploration

ACKNOWLEDGEMENTS

The content of this publication is based on experiences encountered by teachers and administrators in the exemplary project entitled "Models for Career Education in Iowa." Much credit is due personnel in the nine local schools who tested these procedures in their systems and provided the documentation needed to validate its content. Appreciation is expressed for the assistance and contributions of project participants and staff in the development of this publication which was written by

Dr. Donald Flynn
Associate Director

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

	PAGE
Administrator Roles in Implementing Career Education Concepts in the School Curriculum	1
Why Career Education	2
Model for Career Development	5
The Role of Career Education in Education	7
Administrative Roles in Career Education	8
Role of Local Board of Education	8
Role of Superintendent	10
Role of Career Education Coordinator	11
Role of Building Principal	13
Role of Advisory Committee	15

Administrator Roles in Implementing Career Education Concepts in the School Curriculum

The primary purpose of public education in America is that of developing informed responsible individuals capable of making decisions and creating meaningful involvement with others in the context of a free society. This purpose has permeated our society since its inception and is today visible in thinking and discussion of issues confronting education in this country. One quickly notices that the central most figure in this process is the student. In order to assist each student in making decisions and creating meaningful involvement, the educational process committed itself to approaching and carrying out this task in terms of student interests, needs, and abilities.

To provide experiences in the educational setting that will create meaningful involvement with others on the part of each student in his context of a free society, the school has attempted to base curriculum activities on situations as they exist or as they are expected to develop in society. For a short time in our history this approach to curriculum planning was adequate. However, the rapidity of change in our society has made it impossible for programs in our public agencies or institutions to keep abreast of these changes.

These changes have created a dilemma for educators. The ever increasing swiftness with which changes have occurred in society has placed public education in the awkward position of being outdated and playing a continuously losing battle of catch-up. As a result, the school curriculum has attempted to reflect what exists in the world surrounding the school and fitting the student into his slot in that world. Little emphasis has been placed on determining individual student needs and structuring curriculum activities around these needs as they relate to the world surrounding the learner. Too often the statement is made by educators engaged in curriculum planning that what is being taught in the school is what is best for the student. This point of view is valid when and only when it reflects curriculum content selected to assist students in mastering those tasks confronting them in the context of the society in which they are functioning. Too often, however, educators made such a statement to endorse and protect activities that are currently being stressed in their curricula.

Rapid changes in our society and the evident inability of educators and our system of education to adapt to these changes has caused real concern on the part of the public sector of society. As a result, much discussion has developed over the problem of accountability in education. These discussions have resulted in the passing of legislation in several of the states forcing educators to indicate or prove that they are

achieving what they have professed to be accomplishing--developing in the student the ability to make decisions and create meaningful involvement with others in the context of a free society.

Why Career Education

Into this educational environment was introduced the idea of career education. It came without definition, yet was proposed as a new direction for education. Reactions to the new concept were similar to those reactions of educators to other new educational innovations. There were those who became excited with the idea and believed it would solve all the ills of public education in this country. Other educators indicated that the innovation wasn't new at all. They had been stressing concepts inherent in the innovation for years in their teaching programs. Still other educators looked upon the concept as a threat to what they were teaching and resisted its introduction into their instructional programs.

Uncertain as to what career education really was, yet anxious to move the concept into the mainstream of public education, educators, nationwide, began to experiment with the concept in the school curricula. As a result of these initial efforts, two rather definite interpretations of career education have emerged. Both can be traced directly to a speech given by the Commissioner of Education, Sydney Marland, entitled, "Career Education Now." He gave this talk before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971. In this speech Dr. Marland stated:

> "The first attitude that we should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grevious example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education, and adopt the term career education."

He continued:

> "How absured to suggest that general knowledge for its own sake is somehow superior to <u>useful</u> knowledge. 'Pedants sneer at an education that is useful,' Alfred North Whitehead observed. 'But if education is not useful, what is it?' The answer, of course, is that it is nothing. All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully

employed immediately upon graduation from high school or to further formal education."

Such a statement is both enlightening and confusing and promotes two distinct thoughts concerning career education. The first and most obvious is that of renaming vocational education career education and thus making career education concerned with preparing people for occupational employment. The other more subtle thought concerning career education suggests that all that transpires in the school curriculum deals with and contributes to one's career and that the central most important part of the educational process is meeting the interests, needs and abilities of students.

As a result of educators' interpretations of Dr. Marland's statement and his lack of defining the innovation he was initiating, several exemplary efforts have placed strong emphasis on occupational education as the central thrust of career education. These efforts have narrowed the concept of "career" to that of occupation. Other exemplary educational efforts have accepted a much broader interpretation of the terms and have included all curriculum activities in the typical school as a part of career education. The "Models for Career Education in Iowa" project subscribes to the latter point of view. This project has defined "career" as follows:

> "The term career describes the course an individual pursues in realizing life ambitions and goals. This course is developmental in nature in that it changes as the individual matures, encounters new and unique problems, and develops strategies that will lead to appropriate solutions to these problems. It is a life-long process. It is affected by the society in which the individual functions; the abilities, interests, and aptitudes of the individual; the individual's home and community agencies and institutions; and the activities engaged in while pursuing personal goals."

In this project career education has been defined as:

> "Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies."

The above definition of career education was interpreted in terms

of basic concepts and their implementation in the school structure. The model presented on the following page illuminates these concepts and how they relate to the existing school structure.

The model depicts the school's involvement in career development as beginning in kindergarten and continuing throughout formal education, with alternatives for re-cycling through a portion of the system to obtain further training in adult years.

Two basic concepts are inherent--the concept of self and the concept of the world of work. The self-concept focuses on the learner's understanding of himself or herself mentally, physically, socially, and emotionally. Basic to the world of work are perceptions of the learner as to the nature and purpose of human involvement in all manner of work; a world of work encompassing leisure and avocational pursuits as well as occupational aspects. The underlying principles of these two concepts remain consistent throughout the model, but function in differing ways during each phase of career development.

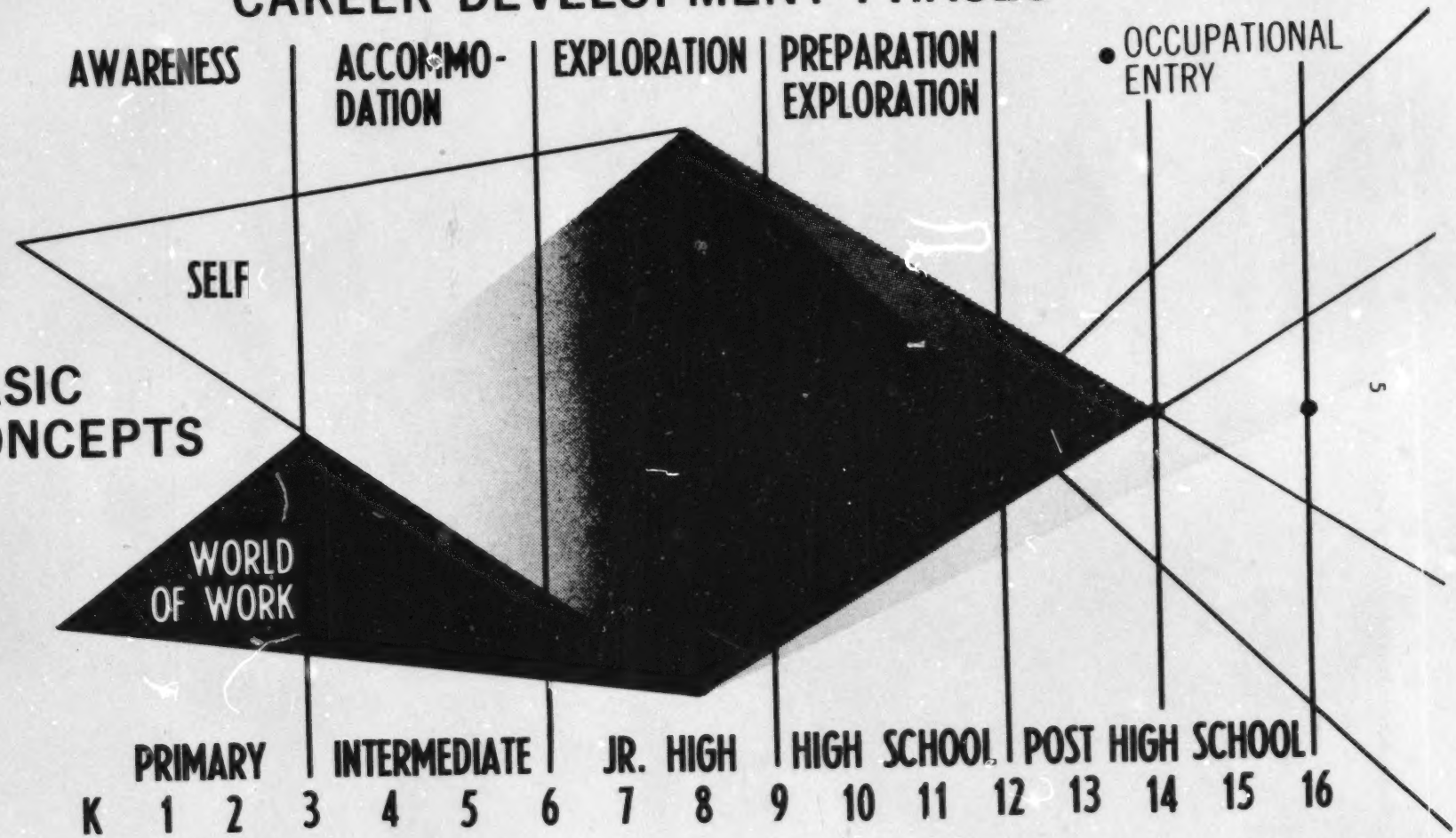
During the Awareness Phase, the self-concept places emphasis on the students becoming individually aware of themselves and others in a physical sense, of the nature of feelings held by them and by others, and of the interactions of people in society. For the world of work, emphasis is placed on developing understandings of and appreciations for the many aspects of work and the value of work as a function of man. During this phase, no attempt is made to relate the specific points stressed in the two concepts.

The Accommodation Phase has two purposes. Students continue to develop an awareness of self and the world of work. Additionally, they begin to relate personal perceptions of self to the world of work. This fusion of the concepts continues throughout the developmental process, resulting ultimately in a lifestyle (including its occupational pattern) uniquely suited to the interests, values, aspirations, and abilities of the individual.

In the Exploration Phase, the learner is afforded the opportunity for in-depth investigation of the various potentials found in the world of work. All of the occupational clusters are explored, with special attention given to people. The roles they play, the tasks and rewards that befall them and the lifestyle they enjoy are important considerations. Each student is provided with avenues for analysis of exploratory experiences and can then, through comparative techniques, identify personally with a multitude of opportunities. As a natural result of these experiences, the student begins a unique process of applying personal values and self-assessment to the emerging task of selecting occupational areas of greatest potential and satisfaction.

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



Developed as part of Career Education Project, Iowa State University

The final phase of this school-based program has a two-fold purpose. A continuation of the previous phase occurs in the form of more extensive exploration into the occupational area(s) selected by the student. Characterizing this extended exploration is a spirit of purpose not normally found in the broad, fact-finding activities of the junior high level. The second feature of the Preparation-Exploration Phase is the process of actually defining, seeking out, and acquiring preparation for entry into the world of work. For some, this process may occur early in the senior high school experience. For others, it may not be definable until well into a university-level program or other postsecondary adult experience.

Tyler's model for curriculum development, described in his book entitled, Basic Principles of Curriculum and Instruction, was used to transfer these concepts from theory to practice in the classroom. This strategy and the subsequent role of career education in the local educational process is described on the following page.

THE ROLE OF CAREER EDUCATION IN EDUCATION

Rationale for the concept of career education in the instructional program of the school should be provided for in

THE SCHOOL'S PHILOSOPHY OF EDUCATION

↓

Objectives based on the concept are included in all formal and informal learning experiences which, in total, make up the school's

CURRICULUM

↓

Objectives relating the world of work and self concept to life and living are included in all subject matter areas/grade levels by

COURSE-OF-STUDY OBJECTIVES

↓

Units of study leading to learning in the cognitive, affective, and psychomotor domains specify outcomes in terms of

UNIT OBJECTIVES

↓

One or more unit objectives, or portions thereof, centering on learning to be introduced during a particular experience, are stated as

INSTRUCTIONAL OBJECTIVES

↓

Student-oriented experiences which provide the environment, resources, direction, and positive reinforcement required to begin accomplishing the totality of objectives above are provided by

CLASSROOM TEACHING-LEARNING ACTIVITIES

↓

Among the outcomes of instruction based, in part, on the world of work and self-concept are the formation and ongoing refinement of skills for life and living

COMMUNICATIVE SKILLS
COMPUTATIONAL SKILLS
SUPPORTIVE SKILLS
JOB SKILLS
SOCIAL SKILLS
PHYSICAL SKILLS
APPRECIATION SKILLS

Administrative Roles in Career Education

Because career education is a program that affects the total educational program in a school, it requires much attention and careful effort in planning and implementation throughout the school curriculum. To orient the total educational program to exposing students to self and world of work concept awareness, exploration, and preparation requires dynamic leadership on the part of local school leadership personnel. To achieve such a goal requires more administrative expertise and coordination than is required of other educational endeavors. Such planning and administrative requirements are necessary because of increased community involvement in the school and its programs, integration of career education concepts into the instructional programs of all educational disciplines in the curriculum, and the inservice requirements of staff members.

Career education, coupled with administrative requirements in other educational endeavors of the school, provides a new challenge to the administrative branches and personnel in the school. To be most effective in integrating career education into the school curriculum requires total commitment of administrative resources and personnel in the school. Such a commitment must come from the board of education, the superintendent and his administrative assistants, building principals, teachers, and other personnel in administrative positions in the school. Without such a commitment, any attempt to integrate career education into the school curriculum will surely fail.

In order for local school administrators to enhance effectively the process of integrating career education concepts into their total school curricula, they must understand fully their roles in the integration process. Once these roles are understood, administrators must move with discretion and confidence to establishing the guidelines for their implementation and assist with their administration. All too often, administrators pay lip service to such endeavors leaving the process of implementation to the teacher. To do so only betrays the confidence of the teachers in their leaders and the work they are attempting to accomplish.

Role of Local Board of Education

The chief function of the board of education in the local school is that of establishing policy and administrative directions for the school. These directives from the board of education provide the framework within which the superintendent and other school personnel are to function. Such policies should be of such a nature that they encourage staff members to become involved in innovative programs as well as strict directives that require complete compliance by these staff

members. To facilitate the process of integrating career education concepts into the curriculum, boards of education should do the following:

Study, determine how the school will become involved, and describe the philosophy of career education that school personnel will follow when implementing career education concepts in their curriculum. Teachers and lay persons should be involved in determining this philosophy. This philosophy should be put in writing and shared with all educational personnel in the school and members of the school district.

With a clearly stated philosophy as a matter of record in the school, the board should move immediately to establish specific policies and directives that will be followed in implementing the school philosophy on career education throughout the curriculum. These policies should be clearly stated and understood by all who will work with them.

To establish a philosophy on career education and subsequent guidelines for its implementation in the school instructional program are not enough to insure its being implemented throughout the school curriculum. The board of education should encourage staff members to become involved in the process. Such encouragement can be provided by demonstrating professional interest in their involvement and providing released time and adequate financial and material resources for planning and teaching career education concepts.

As the program is being initiated in the school, support should be given teachers and administrators as problems arise. Support should be demonstrated through providing assistance in solving these problems. This may mean that board members will need to become involved, on a limited scale, in working out these problems.

Throughout the process of implementing the concept in the school curriculum, the board should keep the community well informed on the progress the teachers are experiencing. Careful thought should be given to a means of informing the public. At all times, what is reported should be presented in a positive manner.

Board members should be represented on and participate in all advisory groups established to assist in implementing career education concepts in their school curriculum. In all cases, they should serve in an advisory and informative capacity.

Career education will be a new concept to some community members while it may be just another "fad" at school for other community members. Both groups may have negative reactions to the concept's being a part of the instructional program of the school. It is the responsibility of the board of education to promote the concept and ease these negative feelings. It must be remembered, the school is the property of the community and the board members represent the community in deciding what should be done in the school. It is their responsibility to exert leadership in promoting the concept in the community.

Board of education members should carefully monitor the process of integrating career education concepts in the curriculum of their school. When it is apparent that existing policies are inadequate or hindering the process, they should identify and institute alternative policies that will remove these obstacles to the progress of implementing the concept.

Finally, it is imperative that adequate financing be provided to support all activities required to implement the concept in the school curriculum.

Role of Superintendent

The chief administrative officer of the local school must be fully committed to an operational concept of career education, founded on the philosophy and policies of career education established by the board of education. In addition, he or she must be committed to a continuous process of curriculum revision and development that provides adequate opportunity for his or her staff to incorporate career education concepts in their instructional programs. He or she should:

Assisted by members of his or her instructional staff, develop an operational definition of career education. This definition should be shared and thoroughly discussed with all staff members. Special emphasis should be placed on developing an understanding of the concept on the part of building administrators and department heads within the school system.

Form internal steering and external advisory committees that will assist in directing the integration of career education in the total school curriculum.

Analyze the inservice needs of staff members relative to their work in career education. The superintendent should serve as spokesman for the teachers in presenting and

persuading the board to make provisions for meeting these needs.

Involve community members in advisory capacities to the administration and as resource people for the instructional staff. Involving these people should be done cautiously, but should be done.

Continuously study the needs of both staff members and students and provide ways of satisfying these needs.

Possess a strong desire to see efforts to integrate career education concepts in his school curriculum succeed.

Be sensitive to problems among and between his instructional and administrative staffs as they implement career education concepts in the instructional program of the school and move tactfully to solve these problems.

Designate a person in the school to serve as coordinator of career education activities.

Make provisions for and invite consultants on career education to the school system to assist staff members as they integrate career education concepts into their instructional programs and activities.

Encourage staff members to participate in workshops, seminars, short courses, etc., on career education. To do so may require providing incentives for staff that will excite them to become involved in such professional development opportunities.

Conduct needs assessments of the students, school, and community served by the school. Based on the information provided in these studies, priorities should be determined and these priorities built into all career education efforts.

Establish long- and short-range career education goals for the school system.

Role of Career Education Coordinator

One of the first steps taken by an administrator interested in integrating career education concepts into his or her school curriculum should be that of designating an individual to coordinate career education efforts and activities throughout the school system. This person may be a principal, classroom teacher, guidance counselor, or a person from the central administrative staff. Best coordination results,

however, will be attained if a person is employed full-time by the school administration to coordinate these activities. Whoever is assigned by the superintendent to this role in the school should have clearly delineated responsibilities and be structurally placed in the administration with authority to work with all staff members in the school. The coordination of career education activities should be the sole responsibility of this individual.

The person designated to serve as coordinator of career education activities should be dynamic, enthusiastic, tactful, effective in working with groups outside the public school, capable of making decisions that are acceptable to administrators and faculty, and be totally committed to the concept of career education and what it will do for the students in the school system.

The career education coordinator must identify human, material, and physical resources and determine how these may be most effectively utilized in program development.

He or she must coordinate community groups working for and in the school and the school working in and with these community groups. This person must break down any unnecessary barriers that inhibit the flow of information, resources, and people between the school system and the community.

In addition to the above responsibilities, the coordinator of career education should:

Possess a thorough understanding of the various subject matters comprising the school curriculum. Understanding of the various educational disciplines that make up the curriculum must include an understanding of the teaching-learning process within each discipline at all instructional levels as well as recognizing that teachers in the school have a better understanding of student needs than do other staff members in the school. To often, daily "lock-step" administrative procedures place the classroom teacher on the periphery of determining changes in the educational processes in the school and appropriate curriculum revisions that will better meet the needs of their students.

Possess the ability to communicate effectively with students, teachers, and administrators on career education matters. To do such, the coordinator should have had successful experiences both as a classroom teacher and school administrator and enjoy working with young people.

Express publicly a commitment to career education and share this commitment with all members of the school staff and

community as opportunities to do so arise.

Establish career education objectives stated in terms that will assure a means for determining their level of achievement as the program develops and matures in the school curriculum. Included should be broad program objectives and curriculum level objectives for the primary (K-3), intermediate (4-6), junior high (7-9), and secondary (10-12) grade levels. The career education coordinator should involve teachers, principals, counselors, students, parents, school administrative personnel, and members of the community in determining the above objectives. Once program and curriculum level objectives are defined, they should be fully discussed and explained to all educational personnel who will be involved as support, teaching, or administrative personnel for the program. Input from these school staff members may prompt revision, broadening, or amending of the objectives.

Determine strategies and the time frame to follow when integrating career education concepts into the total school curriculum.

Determine inservice needs of staff members and develop strategies for meeting these needs.

Develop and carry out procedures for evaluating career education activities in light of career education program and curriculum level objectives stated for the school.

Role of Building Principal

The success that a school system will experience in integrating career education into its curriculum will depend largely on the commitment and interest shown to the concept by the building principal. If the principal is enthusiastic about the concept, his or her teachers will also become excited with it. If the principal shows little or no interest and drags his or her feet in promoting the concept in the building, so will the teachers. Even though the principal is officially a part of the administrative team operating in the school, he or she is also a member of the instructional team. To be effective in this role, the principal must fully understand it and commit himself or herself to satisfying both groups within the school system.

In order to lead the instructional staff effectively in integrating career education concepts into their instructional programs, the principal must:

Understand curriculum development processes and develop strategies for integrating career education into the instructional

program in the building. To be effective in implementing these processes and strategies, the principal must have a thorough understanding of the current curriculum and course of study content as well as student and staff needs and possess the ability to lead his staff to new approaches to meeting these needs.

Be flexible in thinking, welcoming suggestions from his or her staff that will improve the operation and instructional program in the building. Often times principals feel that it is a sign of weakness on their part to involve others in the decision-making process in the building. Staff members can be very helpful to the principle in solving problems related to course offerings, scheduling, teacher assignments, etc. Such will be the case as the principal moves to integrate career education concepts into the program of study in his or her building.

Understand and be able to relate to students and teachers on their level and assist each in solving their problems as they work with career education concepts.

Schedule building activities in such a manner that teachers will have ample time to plan career education activities and prepare materials that they can use in teaching the concepts in their classrooms.

Promote and foster clear lines of communication between and among the administration, principal and teachers thus developing a sense of trustworthiness on the part of all persons involved with integrating career education concepts into their instructional programs in the building.

Work closely with the career education coordinator in implementing career education activities in the building. Careful planning should transpire between the coordinator and principal to make certain that career education efforts and activities in each attendance center blend with the system-wide career education effort.

Assist in arranging for students and teachers to visit areas of educational interest outside the school that relate to career education classroom activities.

Demonstrate enthusiasm toward the career education concept and career education activities teachers are carrying out in their classrooms. Too often administrators will give verbal support to testing innovations in their buildings and leave the total responsibility for the development of the idea in

the hands of the teachers paying little heed to the innovation from that point on. If career education activities are to permeate the entire instructional program of his or her building, the principal must become actively involved in supervising, encouraging and even implementing the concept with his or her teachers.

Before the principal becomes involved in implementing career education activities in her or her building, the principal must thoroughly understand the concept and the procedures to be used to integrate the concept in the program of study in the building.

Role of Advisory Committee

With career education completely dependent on the interrelationships of the school with its community, there is a virtual consensus that every school should have an over-all advisory committee on career education. This committee should be appointed by the board of education based on the recommendations of the superintendent and career education coordinator and include employers, representative workers, and representatives of the school--both teachers and students. If they are available, the committee might also include representatives of placement services and other public educational and social institutions. At the time a board of education establishes an advisory committee, it should make certain that the goals and functions of the committee and the tenure of its members are both clearly defined.

The operation of an advisory committee is as important as its organization. Since those appointed to membership are likely to be active, busy people, committee meetings should be scheduled in the evening as infrequently as feasible and should follow a specific agenda provided to members in advance. As an advisory body, members should be informed that only when the group meets as a committee can it appropriately offer advice or recommend policy for consideration by the board of education. At the same time, the committee deserves regular reports on how the board acts or intends to act on its recommendations and, when its recommendations are not accepted, why.

Along with the advisory committee for the over-all career education program, additional advisory committees are often organized for disciplines within the school. It is possible to have too many advisory committees. Schools can avoid this problem by organizing an advisory committee only when a problem calling for special study arises. For such committees the board can choose people who are uniquely qualified to deal with the particular problem. Then, when the committee has completed its work, it can be honorably discharged.